



Larne Elementary School

3598 Filbert Highway
Clover, SC 29710

Grades	PK-5 Elementary School	
Enrollment	581 Students	
Principal	Georgia Westmoreland	803-810-8600
Superintendent	Marc J. Sosne	80- 810-8000
Board Chair	Franklin Pendleton	803 810 8000

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Good
2009	N/A	N/A
2008	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

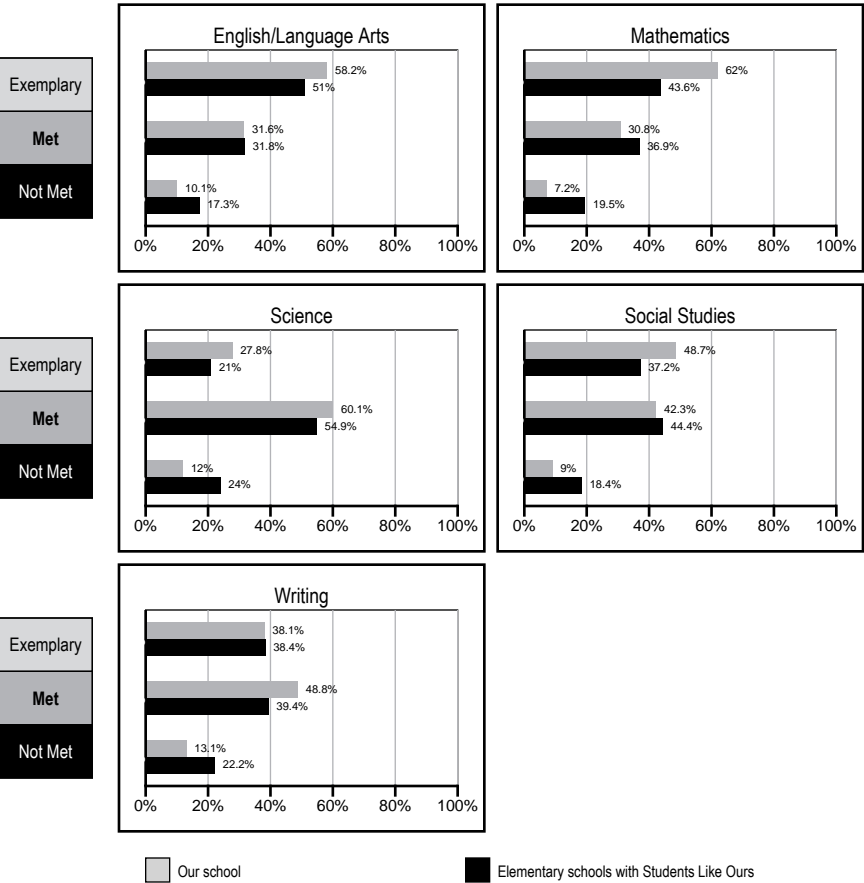
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
44	30	15	1	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=581)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	0.9%	1.0%
Attendance rate	97.0%	Up from 96.2%	96.7%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	75.0%	Up from 73.0%	64.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	89.3%	88.7%
Teacher attendance rate	97.3%	Up from 97.1%	95.2%	95.1%
Average teacher salary*	\$49,999	Up 1.5%	\$48,646	\$47,210
Professional development days/teacher	10.7 days	Down from 12.2 days	12.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 17.7 to 1	20.3 to 1	20.0 to 1
Prime instructional time	92.5%	Up from 91.1%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,930	Up 3.9%	\$6,876	\$7,247
Percent of expenditures for instruction**	61.4%	Down from 70.1%	67.9%	68.2%
Percent of expenditures for teacher salaries**	59.5%	Down from 64.8%	66.0%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Building on the district's belief that all students have the ability to learn when immersed in a highly engaged environment, Larne Elementary School strives for teaching excellence. Our goal is to broaden students' horizons, advance their academic achievements, and expose them to a plethora of atypical educational experiences. Students are placed in small classes with highly-qualified, certified teachers. Teachers employ a variety of methods in their classrooms such as individual and small group instruction, hands-on project-based learning, and arts-based integration. We challenge students academically and strive to provide real world applications and instill good citizenship through various clubs and organizations offered to students beyond the academic day.

This year our school was honored by the state with a Palmetto Gold Award in recognition of our students' test scores on PASS. At Larne Elementary, we believe that student success is promoted through purposeful and engaging work. Student progress is monitored through benchmark testing. Teachers design lessons with academic rigor and provide academic assistance through after-school tutoring and special programs such as Reading Recovery and LEAP (Literacy Enrichment and Acceleration Program). Opportunities to experience success beyond the classroom abound at Larne. Before and after-school programs are tremendous motivators for students. Our Arts Integration program collaborates with community and staff to make lessons motivating, active, and engaging. Service learning opportunities this year included an annual canned food drive, participation in Jump Rope for Heart, and Student Council projects.

One of our goals is to build character and good work ethic in all children. Many of our efforts are spent on uniting the home, school and community in order to increase the educational value offered to our children. Educators at Larne are provided with encouragement, time, resources, and professional development. At Larne, our motto: A community of learners, inspiring all to think, to learn, to achieve, and to care has served as the blueprint to building an educationally enriching environment where the staff has agreed to be the guiding force behind the work that we do to help students achieve success.

Karen Farris, School Improvement Chairperson
Georgia Westmoreland, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	85	65
Percent satisfied with learning environment	100.0%	100.0%	93.7%
Percent satisfied with social and physical environment	100.0%	100.0%	93.8%
Percent satisfied with school-home relations	100.0%	95.3%	95.3%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	99.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Larne Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.7	682.3	651.9	667.5	100.0	100.0
Male	668.1	676.8	645.8	662.3	100.0	100.0
Female	690.9	688.6	659.2	673.0	100.0	100.0
White	683.5	688.3	657.7	671.6	100.0	100.0
African American	654.1	648.8	620.2	634.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	663.3	666.0	636.5	654.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	93	100	12.6	25.3	62.1	87.4
	4	93	100	16.9	33.7	49.4	83.1
	5	83	100	7.2	42.2	50.6	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	86	100	9	15.4	75.6	91
	4	86	100	8.8	32.5	58.8	91.3
	5	88	100	11.9	45.2	42.9	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	93	100	16.1	26.4	57.5	83.9
	4	93	100	13.5	44.9	41.6	86.5
	5	83	100	12	39.8	48.2	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	86	100	2.6	26.9	70.5	97.4
	4	86	100	8.8	28.8	62.5	91.3
	5	88	100	9.5	40.5	50	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	47	100	25	34.1	40.9	75
	4	93	100	20.2	52.8	27	79.8
	5	42	100	14.3	50	35.7	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	43	100	13.2	47.4	39.5	86.8
	4	85	100	10.1	69.6	20.3	89.9
	5	44	100	14	55.8	30.2	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	47	100	9.1	50	40.9	90.9
	4	93	100	9	34.8	56.2	91
	5	41	100	17.1	31.7	51.2	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	43	100	5	42.5	52.5	95
	4	86	100	8.8	43.8	47.5	91.3
	5	44	100	17.1	41.5	41.5	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	7.2	39.8	53	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	88	100	13.1	48.8	38.1	86.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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